

# Teacher's Guide

**From Cricket Media**



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**cobblestone®**

## Discover American History

SLAVE DRED SCOTT DECISION UNION  
 CALIFORNIA HARPERS FERRY  
 ABRAHAM LINCOLN  
 WILLIAM LLOYD GARRISON REPUBLICAN  
 HARRIET BEECHER STOWE ROAD PARTY  
 COTTON

## MAGAZINE ARTICLES

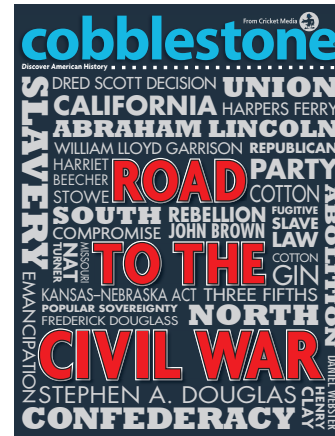
A Deep Divide . . . . .	2
Expository Nonfiction	1210L
Missouri Wants In . . . . .	4
Expository Nonfiction	1090L
The Call to Fight: Slave Rebellions. . . . .	8
Expository Nonfiction	1050L
Abolitionists Join the Struggle . . . . .	11
Expository Nonfiction	1190L
A Compromise to Save the Union . . . . .	16
Expository Nonfiction	1090L
Weighing In. . . . .	20
Speech	1230L
A Route for the Railroad . . . . .	21
Expository Nonfiction	1130L
Combat Zone . . . . .	25
Expository Nonfiction	910L
Scott's Fight for Freedom . . . . .	28
Expository Nonfiction	1000L
Assault on Harper's Ferry . . . . .	30
Expository Nonfiction	1010L
Unlikely Election. . . . .	34
Expository Nonfiction	1100L

REBELLION  
JOHN BROWN  
FUGITIVE  
SLAVE  
LAW  
COTTON  
GIN  
ACT THREE FIFTHS  
NORTH  
WAR  
DOUGLAS  
CLAY  
HENRY  
WEBSTER  
DANIEL  
CLAY  
HENRY  
WEBSTER  
DANIEL



## Teacher's Guide for *Cobblestone: Road to the Civil War*

Using This Guide . . . . .	2
Skills and Standards Overview . . . . .	3
Article Guides . . . . .	4
Cross-Text Connections . . . . .	15
Mini-Unit . . . . .	16
Graphic Organizers . . . . .	19
Appendix: Meeting State and National Standards . . . . .	21



## OVERVIEW

*In this magazine, readers will learn about the events that led to the Civil War. **Cobblestone: Road to the Civil War** includes information about*

*the compromises that were proposed to save the Union, violent slave rebellions and encounters between pro- and anti-slavery factions, and the growing discord over states' rights and the balance of power between North and South in Congress.*

## ESSENTIAL QUESTION:

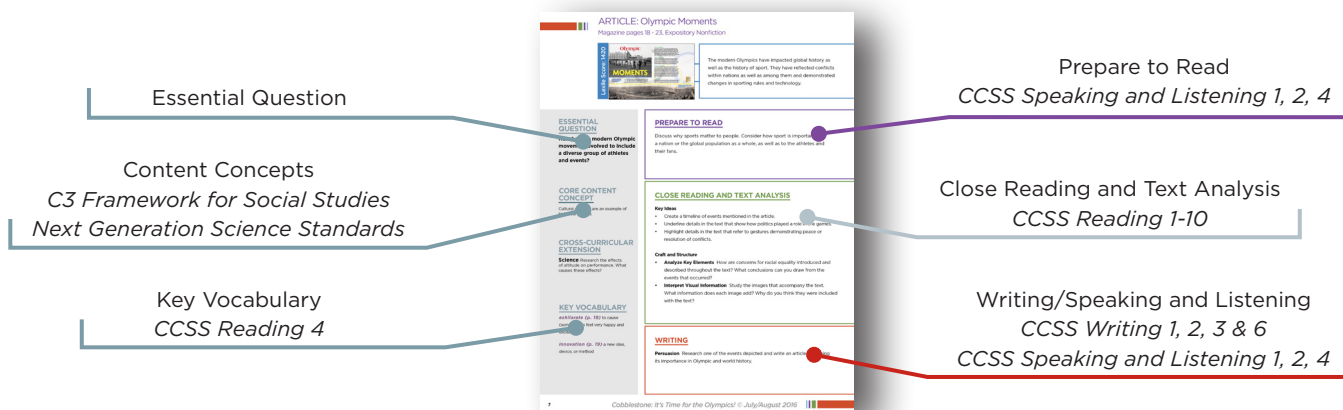
***How did the differing views of the North and South drive the Union toward the Civil War?***



We invite you to use this magazine as a flexible teaching tool, ideal for providing interdisciplinary instruction of social studies and science content as well as core literacy concepts. Find practical advice for teaching individual articles or use a mini-unit that helps your students make cross-text connections as they integrate ideas and information.

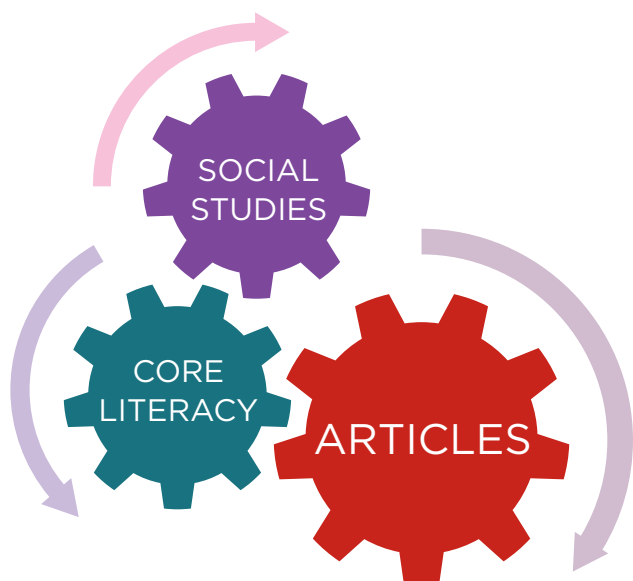
## READ INDIVIDUAL ARTICLES PAGES 4 - 14

Each article in this magazine is well-suited for teaching literacy concepts and content area knowledge. For each individual article in this guide, you'll find the following:



## TEACH A MINI-UNIT PAGES 16 - 19

Magazine articles can easily be grouped to make cross-text connections and comparisons. Our Mini-Unit allows students to read and discuss multiple articles and integrate ideas and information (CCSS.Reading.9). Discussing multiple articles (CCSS.Reading.9) prepares students to write texts to share and publish in a variety of ways (CCSS.Writing.2).



**Essential Question:** How did the differing views of the North and South drive the Union toward the Civil War?

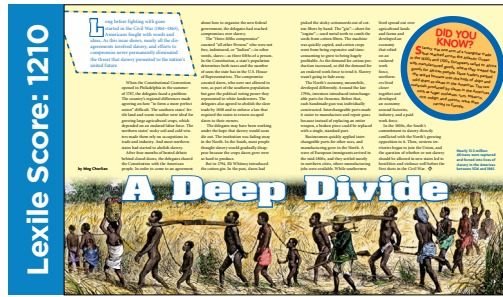
MAGAZINE ARTICLES	CORE CONTENT CONCEPT	LITERACY SKILLS	CORRESPONDING CCSS ANCHOR STANDARDS
<b>A Deep Divide</b> Expository Nonfiction	Economic activities and political decisions impact spatial patterns within and among regions.	<ul style="list-style-type: none"> <li>Close Read</li> <li>Analyze Text Structure</li> <li>Evaluate Evidence</li> <li>Present a Speech</li> </ul>	<i>Reading 1, 2, 3, 5 &amp; 8</i> <i>Speaking &amp; Listening 1 &amp; 4</i>
<b>Missouri Wants In</b> Expository Nonfiction	Compromise is one means democratic governments use to achieve peace.	<ul style="list-style-type: none"> <li>Close Read</li> <li>Determine Author's Purpose</li> <li>Interpret Visual Information</li> <li>Write a Personal Narrative</li> </ul>	<i>Reading 1, 2, 3, 6 &amp; 7</i> <i>Writing 3</i>
<b>The Call to Fight: Slave Rebellions</b> Expository Nonfiction	Individuals can shape significant historical change.	<ul style="list-style-type: none"> <li>Close Read</li> <li>Interpret Figurative Language</li> <li>Analyze Mood</li> <li>Present an Opinion</li> </ul>	<i>Reading 1, 2, 3 &amp; 4</i> <i>Speaking &amp; Listening 1 &amp; 4</i>
<b>Abolitionists Join the Struggle</b> Expository Nonfiction	Individuals in a democracy can organize themselves to help shape political change.	<ul style="list-style-type: none"> <li>Close Read</li> <li>Interpret Visual Information</li> <li>Evaluate Evidence</li> <li>Write a Play</li> </ul>	<i>Reading 1, 2, 3, 7 &amp; 8</i> <i>Writing 3</i>
<b>A Compromise to Save the Union</b> Expository Nonfiction	Compromise is one means democratic governments use to solve conflicts.	<ul style="list-style-type: none"> <li>Close Read</li> <li>Analyze Text Structure</li> <li>Analyze Author's Point of View</li> <li>Research and Write a Persuasive Essay</li> </ul>	<i>Reading 1, 2, 3, 5 &amp; 6</i> <i>Writing 1 &amp; 7</i>
<b>Weighing In</b> Speech	People's perspectives shape the historical sources they create.	<ul style="list-style-type: none"> <li>Close Read</li> <li>Evaluate Word Choice</li> <li>Compare Texts</li> <li>Present a Text</li> </ul>	<i>Reading 1, 2, 3, 4 &amp; 9</i> <i>Speaking &amp; Listening 4 &amp; 6</i>
<b>A Route for the Railroad</b> Expository Nonfiction	Compromise is one means used to solve conflicts within a democracy.	<ul style="list-style-type: none"> <li>Close Read</li> <li>Analyze Text Features</li> <li>Analyze Visual Information</li> <li>Debate a Topic</li> </ul>	<i>Reading 1, 2, 3, 5 &amp; 7</i> <i>Speaking &amp; Listening 4 &amp; 6</i>
<b>Combat Zone</b> Expository Nonfiction	The strength of democratic institutions relies on people's responsible participation.	<ul style="list-style-type: none"> <li>Close Read</li> <li>Interpret Figurative Language</li> <li>Determine Author's Purpose</li> <li>Research and Write an Expository Essay</li> </ul>	<i>Reading 1, 2, 3, 4 &amp; 6</i> <i>Writing 2 &amp; 7</i>
<b>Scott's Fight for Freedom</b> Expository Nonfiction	The principle of checks and balances is evident in the U.S. Judicial Branch's ability to review the constitutionality of laws passed by U.S. Congress.	<ul style="list-style-type: none"> <li>Close Read</li> <li>Analyze Author's Point of View</li> <li>Compare Themes</li> <li>Conduct a Survey</li> </ul>	<i>Reading 1, 2, 3, 6 &amp; 9</i> <i>Speaking &amp; Listening 6</i>
<b>Assault on Harper's Ferry</b> Expository Nonfiction	Human settlement patterns impact the cultural characteristics of place.	<ul style="list-style-type: none"> <li>Close Read</li> <li>Analyze Literary Devices</li> <li>Analyze Arguments</li> <li>Write an Editorial</li> </ul>	<i>Reading 1, 2, 3, 4 &amp; 8</i> <i>Writing 1</i>
<b>Unlikely Election</b> Expository Nonfiction	Democratic governments rely on people's participation in democratic institutions, such as elections.	<ul style="list-style-type: none"> <li>Close Read</li> <li>Analyze Text Features</li> <li>Analyze Author's Purpose</li> <li>Write a Graphic Story</li> </ul>	<i>Reading 1, 2, 3, 4 &amp; 6</i> <i>Writing 2</i>

**Comparing Texts:** CCSS Reading 9; CCSS Writing 2

**Mini-Unit:** CCSS Reading 1, 2 & 3; CCSS Writing 2

# ARTICLE: A Deep Divide

Magazine pages 2 - 3, Expository Nonfiction



In the years leading up to the Civil War, differences in the southern and northern economic structures led to compromises and conflicts, mostly over slavery.

## ESSENTIAL QUESTION

**How did the differing views of the North and South drive the Union toward the Civil War?**

## CORE CONTENT CONCEPT

**Social Studies** Economic activities and political decisions impact spatial patterns within and among regions.

## CROSS-CURRICULAR EXTENSION

**Engineering** How does the cotton gin work? What other machines use similar technology?

## KEY VOCABULARY

**hostilities** (p. 3) an unfriendly or hostile state, attitude, or action

**indentured** (p. 2) required by a contract to work for a certain period of time

**industry** (p. 2) a group of businesses that provide a particular product or service

## PREPARE TO READ

Show students an image of the cotton plant. Then, have students hypothesize how cotton was cultivated in the 19th century. Lead to an explanation of why slavery was important to the Southern economy.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- Why was a compromise on slavery necessary within the Constitution? Cite details from the text to support your inference. *CCSS Reading 1*
- Which sentence in the text presents the main idea? Identify three other sentences that directly support the main idea. *CCSS Reading 2*
- Compare and contrast the economies of the North and South. How did they influence each region's view of slavery? *CCSS Reading 3*

### Craft and Structure

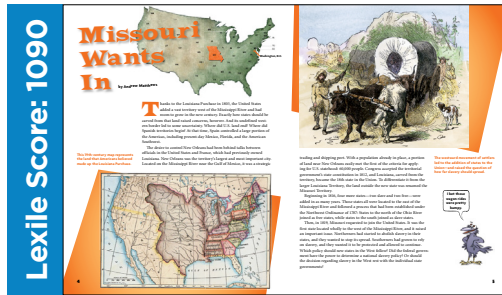
- **Analyze Text Structure** What is the purpose of the opening paragraph and how does it relate to the remaining text? Use evidence from the text to support your answer. *CCSS Reading 5*
- **Evaluate Evidence** Why does the cotton gin promote the continuation of slave culture? Locate the author's argument and determine whether the evidence provides strong enough support for it. *CCSS Reading 8*

## SPEAKING AND LISTENING

**Present a Speech** Imagine you are part of the Constitutional Convention. Decide if you are a northerner or a southerner. Research the issue further and present a speech that explains your side of the debate about counting slaves in the population.

# ARTICLE: Missouri Wants In

Magazine pages 4 - 7, Expository Nonfiction



Missouri's desire to enter the Union in 1819 caused a problem because it would have tipped the balance of power in the Senate in favor of Southern slave states. However, a compromise proposed by Henry Clay in 1820 helped to preserve the balance of power in Congress between the North and South over the next 30 years.

## ESSENTIAL QUESTION

**How did the differing views of the North and South drive the Union toward the Civil War?**

## CORE CONTENT CONCEPT

**Social Studies** Compromise is one means democratic governments use to achieve peace.

## CROSS-CURRICULAR EXTENSION

**Health** Many aspects of healthy living require achieving balance. Explore means of achieving balance between schoolwork, the needs to sleep and eat, and outside activities.

## KEY VOCABULARY

**differentiate (p. 5)** to make (someone or something) different in some way

**forbid (p. 6)** to order (someone) not to do something

**ordinance (p. 5)** a law or regulation made by a city or town government

## PREPARE TO READ

Place pennies, representing senators, in both bowls of a balance labeled slave and free. Explain the powers of the Senate and how many senators each state had. Explain that Missouri wanted to enter the Union as a slave state. Have students hypothesize potential outcomes of this.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- Write a paragraph summarizing the main conflicts in the text. *CCSS Reading 2*
- What role did geography play in the discussion of which states would be slave and free? Why was Missouri's fate unclear? Cite evidence from the text or maps to support your answer. *CCSS Reading 3*
- Why was the Missouri Compromise effective? Use details from the text to support your conclusions. *CCSS Reading 1*

### Craft and Structure

- Determine Author's Purpose** The author uses questions throughout the text. What does this strategy suggest about the author's purpose? Is the strategy successful? Why or why not? *CCSS Reading 6*
- Interpret Visual Information** Analyze the maps that accompany the text. What information does each present? How does it support details presented in the text? Use specific information to support your answers. *CCSS Reading 7*

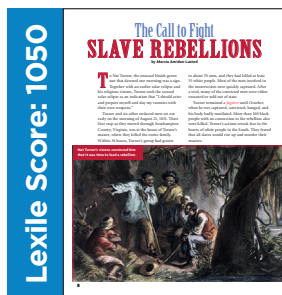
## WRITING

**Write a Personal Narrative** Write a personal narrative that explains a time you needed to compromise in order to keep the peace in school or at home. Be sure to include the conflict and proposed resolution as well as whether or not it was successful.



# ARTICLE: The Call to Fight: Slave Rebellions

Magazine pages 8 - 10, Expository Nonfiction



Slave revolts were common, but they rarely resulted in the slaves' freedom. Nat Turner and Charles Deslondes were executed after being captured, but their desire for freedom fueled the abolitionist cause and instilled fear among slave owners.

## ESSENTIAL QUESTION

**How did the differing views of the North and South drive the Union toward the Civil War?**

## CORE CONTENT CONCEPT

**Social Studies** Individuals can shape significant historical change.

## CROSS-CURRICULAR EXTENSION

**Science** What causes solar eclipses? How often do they occur? When will the next one in your area be?

## KEY VOCABULARY

**brand (p. 9)** to put a mark on the skin of an animal to show who owns it

**insurrection (p. 8)** a usually violent attempt to take control of a government

**mutilate (p. 8)** to cause severe damage to (the body of a person or animal)

**occupy (p. 10)** to make (someone, someone's mind, etc.) busy

## PREPARE TO READ

Read the sentence of the Declaration of Independence that begins "We hold these truths..." Discuss what these words mean today and what they may have meant to enslaved persons. Explain that slaves risked their lives to achieve equal rights.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- Why might the Virginia legislature have voted against abolition? Cite details from the text to support your answer. *CCSS Reading 1*
- What is the main theme of this article? Which specific details in the text helped you determine the theme? How is it developed over the course of the article? *CCSS Reading 2*
- Create a chart to show the effects of Nat Turner's rebellion and the one in Saint-Domingue. Include how white southerners, other slaves, and abolitionists responded. (See chart on page 20.) *CCSS Reading 3*

### Craft and Structure

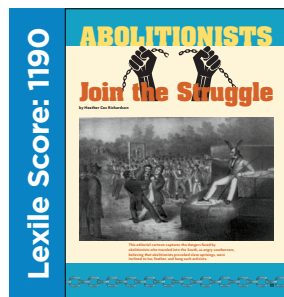
- **Interpret Figurative Language** On page 9, the author states that Gabriel "was a born leader." What does this phrase mean? *CCSS Reading 4*
- **Analyze Mood** What mood does the author create by opening and closing the article with Nat Turner? What phrases help set this mood? *CCSS Reading 4*

## SPEAKING AND LISTENING

**Present an Opinion** What is the cost of freedom? Is it worth the price? Create a two-minute presentation expressing your opinions on how far you would go to be free and why your actions would be worth the risks and rewards.

# ARTICLE: Abolitionists Join the Struggle

Magazine pages 11 - 15, Expository Nonfiction



At first the abolitionist movement was a moral calling, but as the slaveholders responded with harsher treatment for slaves and attacks on the civil liberties of white citizens, the movement grew until many were willing to fight for the cause.

## ESSENTIAL QUESTION

**How did the differing views of the North and South drive the Union toward the Civil War?**

## CORE CONTENT CONCEPT

**Social Studies** Individuals in a democracy can organize themselves to help shape political change.

## CROSS-CURRICULAR EXTENSION

**English Language Arts** Read excerpts of the letters and other literary works mentioned in the text and explain how the authors present their arguments.

## KEY VOCABULARY

**brutal (p. 12)** extremely cruel or harsh

**gag (p. 13)** to prevent (someone) from speaking freely or expressing opinions

**martyr (p. 15)** a person who is killed or who suffers greatly for a religion, cause, etc.

## PREPARE TO READ

Define the word “moral.” Ask students for examples of moral and immoral behavior, for example, lying instead of telling the truth. Ask how they have justified their own immoral moments. Then have them consider how slaveholders might have found justification for their actions.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- Use a Cause-Effect chart to help you explain how each action in the article led to a response that strengthened tensions between the abolitionists and slaveholders. (See chart on page 21.) *CCSS Reading 1*
- Which sentence contains the main idea of the article? Cite evidence from the text to show how each paragraph supports the main idea. *CCSS Reading 2*
- How does the author introduce the idea of written works supporting the abolitionist cause and develop it over the course of the text? *CCSS Reading 3*

### Craft and Structure

- **Interpret Visual Information** Why might the political cartoon and chains have been chosen to illustrate the text? *CCSS Reading 7*
- **Evaluate Evidence** What evidence does the author present to support the statement that northerners were “turning against slavery”? Is this evidence sufficient? Is the argument logical? *CCSS Reading 8*

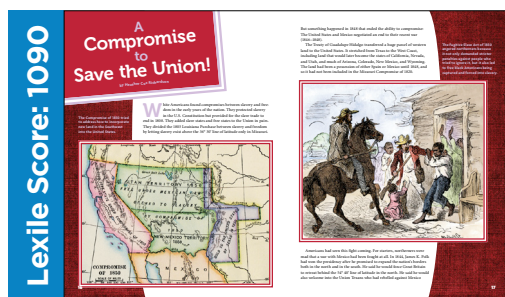
## WRITING

**Write a Play** Write a scene in which a slaveholder and an abolitionist meet on neutral ground. What would they say to each other? How would they react? Consider carefully the personalities of your characters as well as the effects of your setting.



# ARTICLE: A Compromise to Save the Union

Magazine pages 16 - 19, Expository Nonfiction



The Treaty of Guadalupe Hidalgo added territory to the United States and opened up new questions about which states should have slaves. The South hoped to increase its power in government by expanding slave-holding territories.

## ESSENTIAL QUESTION

**How did the differing views of the North and South drive the Union toward the Civil War?**

## CORE CONTENT CONCEPT

**Social Studies** Compromise is one means democratic governments use to solve conflicts.

## CROSS-CURRICULAR EXTENSION

**Math** Using the map on page 16, compute the approximate area of each territory created from the Compromise of 1850.

## KEY VOCABULARY

**implication (p. 18)** a possible future effect or result

**latitude (p. 16)** distance north or south of the equator measured in degrees up to 90 degrees

**negotiate (p. 17)** to discuss something formally in order to make an agreement

## PREPARE TO READ

Define “compromise.” Ask students for examples of compromises they have made and whether they had the desired outcome. Explain that governments also compromise and give examples of such compromises. Help the students to understand that compromise is a means of achieving peace.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

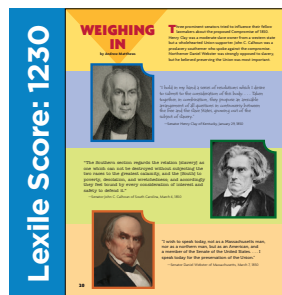
- Before reading the article, discuss the map and the illustrations. Make a list of predictions of what will be in the article text. *CCSS Reading 1 & 7*
- Create an annotated timeline of the events in the text and use it to determine the main idea. *CCSS Reading 2*
- What did Polk promise and how well did he keep his promise? What impact did this have on tensions between the North and South? *CCSS Reading 3*

### Craft and Structure

- **Analyze Text Structure** How does the text structure show contrast between the views of northerners and southerners? Cite evidence from the text to support your answer. *CCSS Reading 5*
- **Analyze Author's Point of View** What perspective did the author have on the war with Mexico? How does the author's point of view affect the way the Compromise of 1850 was described? *CCSS Reading 6*

## WRITING

**Research and Write a Persuasive Essay** Research the war with Mexico and write a persuasive essay explaining your position on whether or not the United States was justified in going to war with Mexico. Be sure to include an analysis of any counterarguments to your own position.



Henry Clay, Daniel Webster, and John C. Calhoun expressed different views on how and whether the Union should be preserved.

## ESSENTIAL QUESTION

**How did the differing views of the North and South drive the Union toward the Civil War?**

## CORE CONTENT CONCEPT

**Social Studies** People's perspectives shape the historical sources they create.

## CROSS-CURRICULAR EXTENSION

**English Language Arts** Research one of the three men quoted and write a three paragraph biography of him.

## KEY VOCABULARY

**amicable (p. 20)** showing a polite and friendly desire to avoid disagreement and argument

**desolation (p. 20)** the condition of a place or thing that has been damaged in such a way that it is no longer suitable for people to live in

**moderate (p. 20)** having or expressing political beliefs that are neither very liberal nor very conservative

## PREPARE TO READ

Watch a few minutes of Senate deliberation on C-SPAN. Point out that the senators take turns presenting arguments. Have the students imagine they are in Congress seeking compromise on slavery. Ask what they would say and how they would present their information.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- Locate evidence in the text to support the author's descriptions of each of the men quoted. *CCSS Reading 1*
- What is the main idea of the article? How do the quotes support the main idea? Cite evidence from the text to support your answer. *CCSS Reading 2*
- Create a chart showing each man's view of slavery and the Union. Add quotes as proof of their views. How did their views impact the goals of their speeches? (See Chart on page 22.) *CCSS Reading 3*

### Craft and Structure

- **Evaluate Word Choice** Some words evoke emotion. Repetition of concepts can also create an emotional response. Look for examples of these in the text and determine why the speakers used the terms they did. *CCSS Reading 4*
- **Compare Texts** How does each excerpt show the speaker's view of the Union? Use evidence from the text to support your answer. *CCSS Reading 9*

## SPEAKING AND LISTENING

**Present a Text** Locate the complete speeches given by the three men quoted in the article and read them as you believe the men would have. Consider the effect created by your own tone and appearance as you speak.



California was so far from the rest of the Union that many felt a railroad was necessary to connect it, but attempts to negotiate the rail route led to further conflict over slavery and the development of a new political party.

## ESSENTIAL QUESTION

**How did the differing views of the North and South drive the Union toward the Civil War?**

## CORE CONTENT CONCEPT

**Social Studies** Compromise is one means used to solve conflicts within a democracy.

## CROSS-CURRICULAR EXTENSION

**Science and Engineering** How did engineers overcome the obstacles involved in building the transcontinental railroad? Do modern railroads use the same techniques? If not, how have they changed?

## KEY VOCABULARY

**emerge** (p. 21) to become known or apparent

**outrage** (p. 23) extreme anger

**survey** (p. 21) an act of measuring and examining an area of land

## PREPARE TO READ

Ask students to imagine they live in a mid-19th century U.S. territory where some people support slavery while others stand against it. Have students hypothesize the advantages and disadvantages of letting a popular vote determine the outcome.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- How did the discovery of gold out west lead to the development of new states? Use details from the text to support your answer. *CCSS Reading 1*
- Identify the main idea of each section of the article. How do these main ideas relate to the overall theme? Cite information from the text to support your answers. *CCSS Reading 2*
- Why did the Kansas-Nebraska Act lead to further conflict? Use details from the text to find at least two reasons and trace their development. *CCSS Reading 3*

### Craft and Structure

- Analyze Text Features** What is the purpose of the subtitles in the article? How do they help focus your reading? Are they effective? *CCSS Reading 5*
- Interpret Visual Information** Study the images that accompany the text and write one sentence for each, explaining how it relates to the text. *CCSS Reading 7*

## SPEAKING AND LISTENING

**Debate a Topic** In the end, Senator Douglas achieved his goal and the railroad took a northern route. Was it worth the cost? Using details from the text and your own experience, debate this with a partner.



Senator Brooks brutally attacked Senator Sumner because he gave a speech condemning the senators who authored the Kansas-Nebraska Act.

## ESSENTIAL QUESTION

**How did the differing views of the North and South drive the Union toward the Civil War?**

## CORE CONTENT CONCEPT

**Social Studies** The strength of democratic institutions relies on people's responsible participation.

## CROSS-CURRICULAR EXTENSION

**Art** Imagine you're living in the 1850s and create a poster your allies will use to show Brooks or Sumner as a hero.

## KEY VOCABULARY

**horrified (p. 25)** to greatly upset and shock (someone)

**intervene (p. 25)** to become involved in something (such as a conflict) in order to have an influence on what happens

## PREPARE TO READ

Display terms related to violence and peace, including wars and sports like boxing along with words like boycott and meditation. Then ask the students if they believe humans are violent by nature and whether or not we can control any violent instincts we have. Have them journal about this topic.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- What can you infer about the importance of family relationships in the South? Which details in the text support your inference? *CCSS Reading 1*
- How does the title hint at the theme of this article? *CCSS Reading 2*
- What do the responses of northerners and southerners suggest about their relationships with each other? Use details from the text to support your answer. *CCSS Reading 3*

### Craft and Structure

- **Interpret Figurative Language** What does the term "defend one's honor" mean? Why is this term useful when justifying violent action? *CCSS Reading 4*
- **Determine Author's Purpose** Why did the author choose to present this information? How do you know? Cite evidence from the text to support your answer. *CCSS Reading 6*

## WRITING

**Research and Write an Expository Essay** Conduct research to find examples of the outbreak of violence in political institutions or demonstrations. Then, write an expository essay describing these events and their outcomes.



Dred Scott sued for his freedom on the grounds that he had lived in free territory, but the Supreme Court ruled that he could not sue because he was not a citizen and that Congress had no power to prohibit slavery in the territories.

## ESSENTIAL QUESTION

**How did the differing views of the North and South drive the Union toward the Civil War?**

## CORE CONTENT CONCEPT

**Social Studies** The principle of checks and balances is evident in the U.S. Judicial Branch's ability to review the constitutionality of laws passed by U.S. Congress.

## CROSS-CURRICULAR EXTENSION

### Science and English Language

**Arts** Learn about the most common injuries and illnesses treated by an army surgeon in the 1830s. Write a comparative essay explaining how treatment has evolved up until now.

## KEY VOCABULARY

**administration (p. 28)** the activities that relate to running a company, school, or other organization

**class (p. 29)** a group of people in a society who are at the same economic and social level

## PREPARE TO READ

Explain the progression of courts one may have to go through to get a case heard by the Supreme Court. Then, analyze the powers of the Supreme Court, including the power to review the constitutionality of laws passed by Congress.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- What can you infer about the impact of the final decision on the Scott family and its supporters? Find evidence in the text to support your answer. *CCSS Reading 1*
- Write a brief summary of both sides of Dred Scott v. Sandford. *CCSS Reading 2*
- How does the author elaborate on the idea that precedents set by the Supreme Court can have far-reaching consequences? *CCSS Reading 3*

### Craft and Structure

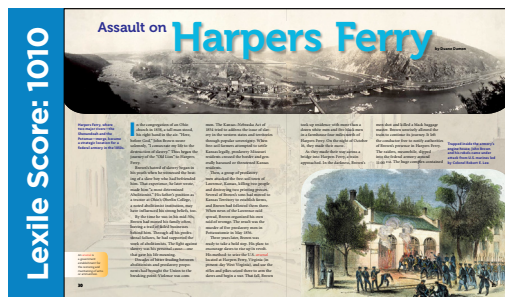
- Analyze Author's Point of View** The author of expository nonfiction is supposed to remain neutral. Does this author do so? Cite examples from the text that support your answer. *CCSS Reading 6*
- Compare Themes** Read the excerpt of the court decision and advertising pamphlet on page 29. How do their focuses differ from that of the main article? How does this impact the theme of each? *CCSS Reading 9*

## SPEAKING AND LISTENING

**Conduct a Survey** Would the Civil War have been avoided if the Supreme Court had ruled in favor of the Scotts? Survey your classmates. Include the reasons for their opinions in your tally and chart the results.

# ARTICLE: Assault on Harper's Ferry

Magazine pages 30 - 33, Expository Nonfiction



John Brown, a staunch abolitionist, led a failed raid against the armory at Harper's Ferry and was tried and hanged upon being found guilty of treason.

## ESSENTIAL QUESTION

**How did the differing views of the North and South drive the Union toward the Civil War?**

## CORE CONTENT CONCEPT

**Social Studies** Human settlement patterns impact the cultural characteristics of place.

## CROSS-CURRICULAR EXTENSION

**Science** Study the geography of the region around Harper's Ferry to determine why this site was chosen for the armory.

## KEY VOCABULARY

**consecrate (p. 30)** to officially promise that you will give your time and attention to something (especially a religion)

**deplorable (p. 32)** very bad in a way that causes shock, fear, or disgust

**zeal (p. 32)** a strong feeling of interest and enthusiasm that makes someone very eager or determined to do something

## PREPARE TO READ

Ask students for the steps involved in planning a military raid and add those they miss, including understanding the terrain, the numbers of the enemy, and layout of their buildings. Explain the information that John Brown had about Harper's Ferry.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- Based on the information in the article, what words could you use to describe John Brown's personality? *CCSS Reading 1*
- Which sentence contains the main idea of this article? Locate evidence in the text that supports your selection as the main idea. *CCSS Reading 2*
- How does the author support the idea that northern feelings about the raid were mixed? Use details from the text to support your answer. *CCSS Reading 3*

### Craft and Structure

- Analyze Literary Devices** How does the author build suspense throughout the narrative? Make a list of specific words and phrases that leave you wondering what happened next. *CCSS Reading 4*
- Analyze Arguments** The author claims the fight against slavery was Brown's "personal cause." How does the author support this claim? Is their reasoning valid? Why or why not? *CCSS Reading 8*

## WRITING

**Write an Editorial** Imagine you've read about John Brown's raid in the newspaper and write a newspaper editorial expressing your feelings about it. Use details from the text as well as your own opinions.





Lincoln's supporters helped ensure he'd win the Republican nomination in the highly contested election of 1860. He won the North, and since the South split, the election. Southern states kept their threat to secede.

## ESSENTIAL QUESTION

**How did the differing views of the North and South drive the Union toward the Civil War?**

## CORE CONTENT CONCEPT

**Social Studies** Democratic governments rely on people's participation in democratic institutions, such as elections.

## CROSS-CURRICULAR EXTENSION

**Music** Learn about the musical styles of the Civil War era and the instruments that were used. Listen to examples.

## KEY VOCABULARY

**corruption (p. 35)** dishonest or illegal behavior, especially by powerful people (such as government officials or police officers)

**grudge (p. 35)** a strong feeling of anger toward someone that lasts for a long time

**secede (p. 34)** to separate from a nation or state and become independent

## PREPARE TO READ

Read aloud an excerpt from the Lincoln-Douglas debates where Lincoln describes his stance on the spread of slavery. Ask students to hypothesize why the South threatened to secede from the Union if Lincoln was elected.

## CLOSE READING AND TEXT ANALYSIS

### Key Ideas

- What does Lincoln's wish to have no contracts made for him suggest about his character? Do any other details from the text support this inference? *CCSS Reading 1*
- Write a sentence for each paragraph explaining how it supports the main theme that Lincoln's election was unlikely. *CCSS Reading 2*
- Write one paragraph to explain the similarities between the elections of 1856 and 1860 and one to explain the differences. *CCSS Reading 3*

### Craft and Structure

- Analyze Text Features** How do Lincoln's quotes relate to the main text? What is their purpose? *CCSS Reading 5*
- Analyze Author's Purpose** What does the repetition of the word "unlikely" suggest about the author's overall purpose for writing? *CCSS Reading 6*

## WRITING

**Write a Graphic Story** Create realistic or cartoon-style images to accompany your own text that tells the story of Lincoln's election.

## CROSS-TEXT CONNECTIONS

**SYNTHESIZE:** Guide students to compare articles they read. Help students find the connections between pieces of information in multiple articles. Use prompts, such as the following examples, to have students work together to **Integrate Ideas and Information** (CCSS.Reading.9).

- The United States Constitution provided for the end of slavery by 1808, but slavery continued. Use information from a variety of articles to write an explanation of why slavery persisted in the South despite the Constitution.
- Compromise was one of the main tools used to preserve the Union. Read “A Deep Divide,” “Missouri Wants In,” “A Compromise to Save the Union,” “Weighing In,” and “A Route for the Railroad” and write one paragraph for each compromise. Explain its purpose and consequences.
- Refer to all of the articles to create an annotated timeline of the major events that led to the Civil War. Include political and military actions.
- Fear is a great motivator. Read a variety of articles and write about fears held by northern abolitionists and southern slaveholders. Explain how these fears motivated their actions.
- What else can motivate people to action? Read all of the articles and discuss the possible motives behind people’s actions. Which motives seem to operate most often? Tally them and then hypothesize about the reasons that some motives may appear more often than others.
- Gather information from “The Call to Fight: Slave Rebellions,” “Abolitionists Join the Struggle,” “Scott’s Fight for Freedom,” and “Assault on Harper’s Ferry” to review the means abolitionists used to achieve their goals. Consider the results of each and debate their effectiveness as a class.



## EXPLORATORY LEARNING - FLEXIBLE MINI-UNIT DESIGN

How you view a situation depends on who you are and how it relates to you. Southern slaves didn't see the world in the same way as their owners or even as the freed slaves up north. This Mini-Unit will have your students selecting roles and writing about the events that led to the Civil War from the perspective they choose.

## ENGAGE

READ FOR A  
PURPOSE

## APPLY

**ENGAGE:** Engage students in the topic of pre-Civil War perspectives by asking students to consider how events drove the Union toward the Civil War. Have students refer to the chart below and define the key terms in it. Then read excerpts from the issue or from biographies of each person as the students check the boxes that describe them. Use the chart to open a discussion about the varied views of slavery and the importance of preserving the Union.

Name	Abolitionist	Slaveholder	Union Supporter	Slave	Free Man	Northerner	Southerner
Henry Clay							
Dred Scott							
John C. Calhoun							
Nat Turner							
John Brown							
Stephen Douglas							





## READ FOR A PURPOSE

**INTRODUCE THE ACTIVITY: Postcards from the Past** Refer back to the chart above and note the empty row. Tell the students that they will be writing postcards from the perspective of someone living in the United States as the Civil War approached. Their avatars may or may not have participated in some of the events, but the postcards will refer to events the students read about in the issue. (The avatars will have learned of these events through newspapers or word of mouth.) Have the students add their names and choose their perspectives by checking boxes. Students may write a more complete biographical sketch if they choose. Help them to make realistic decisions. For example, there are few southern abolitionists in the historic record.

Read “A Deep Divide” as a class and discuss the perspectives of southerners and northerners who participated in the Constitutional Convention. Write postcards from each perspective to give your students examples to use as models. If possible, share real postcards and discuss the perspectives of their authors as well.

Tell the students how many postcards you expect each of them to produce and that postcards will be added to a timeline and discussed once they are complete. This will help the students see how perspectives of the past shaped the nation as the Civil War approached.

**RETURN TO THE TEXT:** Explain to students that before they can write their postcards, they must gather information about the events that led to the Civil War and different perspectives about them. Suggest that they read the entire issue in order to decide which events to write about. Most of the articles contain both southern and northern responses to the events. Students should be encouraged to use their imaginations as well as details from the articles to formulate the opinions of their avatars.

Help your students decide which events to write about. You may need to assign events that are less popular. Postcards are short, but students will still need to have enough to say about each event to express the perspective clearly.





### **APPLY: POSTCARDS FROM THE PAST**

Now that your students have decided on a perspective to write from, they are ready to begin writing their postcards explaining the events that led to the Civil War.

#### **STEP 1: Plan**

Show your students the Postcard Template. The planner is for rough drafts. Final drafts will be written on card stock or actual postcards.

#### **STEP 2: Write and Revise**

Have students write their rough drafts. Assist them in making choices that establish their perspective of the events. Have pairs or small groups workshop their drafts.

##### **Writer's Workshop:**

**Is the perspective clear?**

**Does the work show imagination?**

**Is the event described or explained?**

**Are grammar and spelling correct?**

#### **STEP 3: Finalize**

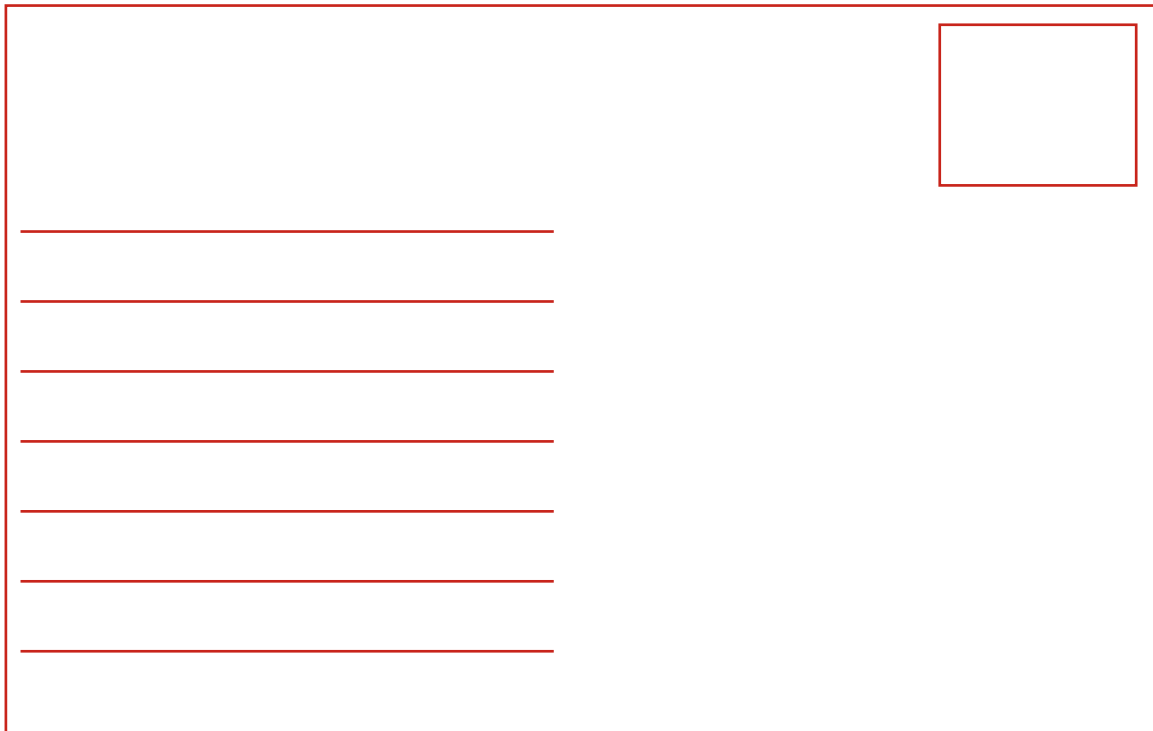
The students complete their final drafts. They may also draw a design as a “stamp” and add an address if they choose.

#### **STEP 4: Group Activity**

Have a timeline running along a bulletin board. Assist students as they add their events to the timeline. Discuss the differing views for each event and return to the issue's essential question.



## POSTCARD TEMPLATE





NAME: \_\_\_\_\_

COMPARING REBELLIONS

Describe Rebellion	Reactions of Southern Whites	Reactions of Abolitionists	Reactions of Other Slaves	Results
Nat Turner's Rebellion				
Rebellion on Saint-Domingue				

NAME: \_\_\_\_\_

## CAUSE-EFFECT CHAIN

CAUSE	EFFECT/CAUSE	EFFECT/CAUSE
CAUSE	EFFECT/CAUSE	EFFECT/CAUSE
CAUSE	EFFECT/CAUSE	EFFECT/CAUSE

NAME: \_\_\_\_\_

COMPARISON CHART

	Henry Clay	John C. Calhoun	Daniel Webster
Supports Union			
Supports Slavery			



## Meeting State and National Standards: Core Instructional Concepts

The articles in this magazine provide a wealth of opportunities for meeting state and national instructional standards. The following pages contain charts listing Core Instructional Concepts for each of three curricular areas: English Language Arts, Science, and Social Studies.

### USING THE STANDARDS CHARTS

#### ELA

Corresponding CCSS anchor standards have been listed next to each item on the Core Instructional Concepts chart. To customize the chart, add your own grade, state, or district standards in the last column. Match the concepts and standards from the chart to the activities on each page of the Teacher's Guide to complete your lesson plans.

#### SOCIAL STUDIES

Content Concepts in each Article Guide are based on Dimension 2 of the CS Framework for Social Studies: Applying Disciplinary Concepts and Tools. Use the last column in the accompanying chart to correlate these concepts to your state or district standards.

#### SCIENCE

Content Concepts in each Article Guide are drawn from the Three Dimensions of the Next Generation Science Standards. You will also find connections to these concepts within individual close-reading questions.

#### MATH

Content Opportunities for math activities are provided in the Cross-Curricular extensions on each Article Guide page.

## CORE INSTRUCTIONAL CONCEPTS: READING, LITERATURE, AND LANGUAGE ARTS

SKILLS AND CONCEPTS	CCSS ANCHOR STANDARD	CORRESPONDING STANDARD
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### KEY IDEAS AND DETAILS

<b>Read closely to determine what a text says explicitly.</b>	Reading 1	
<b>Make logical inferences</b> to determine what the text communicates implicitly.	Reading 1	
<b>Cite specific textual evidence to support conclusions</b> drawn from the text.	Reading 1	
<b>Determine central ideas or themes</b> of a text and analyze their development.	Reading 2	
<b>Summarize key supporting details and ideas.</b>	Reading 2	
Analyze how <b>individuals, events, and ideas develop and interact</b> over the course of a text.	Reading 3	

### CRAFT AND STRUCTURE

<b>Interpret words and phrases</b> as they are used in a text.	Reading 4	
<b>Determine technical, connotative, and figurative meanings.</b>	Reading 4	
Analyze how specific <b>word choices</b> shape meaning or tone.	Reading 4	
Analyze the <b>structure of texts</b> (sequence, cause/effect, compare/contrast, problem/solution)	Reading 5	
Recognize the <b>genre, key elements, and characteristics</b> of literary texts.	Reading 5	
Assess how <b>point of view or purpose</b> shapes the content and style of a text.	Reading 6	
Analyze how an <b>author's style and tone</b> affects meaning.	Reading 6	

### INTEGRATION OF KNOWLEDGE AND IDEAS

<b>Integrate and evaluate content</b> presented in diverse media and formats.	Reading 7	
<b>Identify and evaluate the argument and claims</b> in a text.	Reading 8	
<b>Analyze how two or more texts address similar themes or topics.</b>	Reading 9	

### WRITING

Write <b>arguments</b> to support claims, using valid reasoning and relevant and sufficient evidence.	Writing 1	
Write <b>informative/explanatory texts</b> to examine and convey complex ideas and information clearly and accurately.	Writing 2	
Write <b>narratives</b> to develop real or imagined experiences or events.	Writing 3	
<b>Draw evidence</b> from literary or informational texts to support analysis, reflection, and research.	Writing 9	
Conduct short as well as more sustained <b>research projects</b> .	Writing 10	



# CORE INSTRUCTIONAL CONCEPTS: SOCIAL STUDIES

## C3 INQUIRY ARC DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS

## STATE OR DISTRICT STANDARD

### CIVICS

Analyze the <b>origins, functions, and structure of different governments</b> and the <b>origins and purposes of laws</b> and key constitutional provisions.	
Summarize core <b>civic virtues and democratic principles</b> .	
Evaluate <b>policies</b> intended to address social issues.	

### ECONOMICS

Evaluate the <b>benefits and costs of individual economic choices</b> .	
Analyze <b>economic incentives</b> , including those that cause people and businesses to specialize and trade.	
Explain the <b>importance of resources</b> (i.e. labor, human capital, physical capital, natural resources) in <b>methods of economic production</b> .	
<b>Explain</b> the <b>functions of money</b> in a market economy.	
<b>Explain</b> the importance of <b>competition</b> in a market economy.	
Apply economic concepts (i.e. interest rate, inflation, supply and demand) and theories of <b>how individual and government actions affect the production of goods and services</b> .	
<b>Analyze economic patterns</b> , including activity and interactions between and within nations.	

### GEOGRAPHY

<b>Construct and use maps</b> and other graphic representations (i.e. images, photographs, etc.) of different places.	
<b>Explain cultural influences</b> on the way people live and modify and adapt to their environments.	
<b>Analyze places, including their physical, cultural and environmental characteristics</b> and how they change over time.	
Analyze <b>movement of people, goods, and ideas</b> .	
<b>Analyze regions, including how they relate to one another</b> and the world as a whole from a political, economic, historical, and geographic perspective.	

### HISTORY

Interpret historical context to <b>understand relationships among historical events or developments</b> .	
Evaluate historical events and developments to identify them as <b>examples of historical change and/or continuity</b> .	
<b>Analyze perspectives</b> , including factors that influence why and how individuals and groups develop different ones.	
<b>Evaluate historical sources</b> , including their reliability, relevancy, utility, and limitations.	
<b>Analyze causes and effects</b> , both intended and unintended, of historical developments.	





# CORE INSTRUCTIONAL CONCEPTS: SCIENCE

## DIMENSION 1: SCIENTIFIC AND ENGINEERING PRACTICES

Dimension 1 focuses on the practice of science, and how knowledge is continually adapted based on new findings. The eight practices of the K-12 Science and Engineering Curriculum are as follows:

- Asking questions (for science) and defining problems (for engineering)
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations (for science) and designing solutions (for engineering)
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

## DIMENSION 2: CROSSCUTTING CONCEPTS

Dimension 2 provides an organizational schema for integrating and interrelating knowledge from different science domains. The eight NGSS Crosscutting Concepts are as follows:

- Patterns
- Similarity and Diversity
- Cause and Effect
- Scale, Proportion, and Quantity
- Systems and System Models
- Energy and Matter
- Structure and Function
- Stability and Change

## DIMENSION 3: DIMENSIONS AND DISCIPLINARY CORE IDEAS

Dimension 3 presents a contained set of Disciplinary Core Ideas to support deeper understanding and application of content. The following chart details Core Ideas for curriculum, instructional content, and assessments within four domains.

LIFE SCIENCE	PHYSICAL SCIENCE	EARTH SCIENCE	SPACE SYSTEMS
<ul style="list-style-type: none"><li>• Structure and Function of Living Things</li><li>• Life Cycles and Stages</li><li>• Reproduction &amp; Inherited Traits</li><li>• Animals</li><li>• Plants</li></ul>	<ul style="list-style-type: none"><li>• Forces and Interactions</li><li>• Energy</li><li>• Light</li><li>• Sound</li><li>• Electricity/Magnetism</li><li>• Matter</li><li>• Waves</li><li>• Heat</li><li>• Chemistry</li><li>• Information Processing</li></ul>	<ul style="list-style-type: none"><li>• Weather</li><li>• Climate</li><li>• Rocks &amp; Soil</li><li>• Erosion and Weathering</li><li>• Landforms</li><li>• Water</li><li>• Oceans</li><li>• History of Earth</li><li>• Plate Tectonics</li><li>• Volcanoes, Earthquakes, and Tsunamis</li></ul>	<ul style="list-style-type: none"><li>• Solar System</li><li>• Planets</li><li>• Moon</li><li>• Sun</li></ul>

